STATE NORMAL SCHOOL

SALISBURY, MARYLAND

Announcement

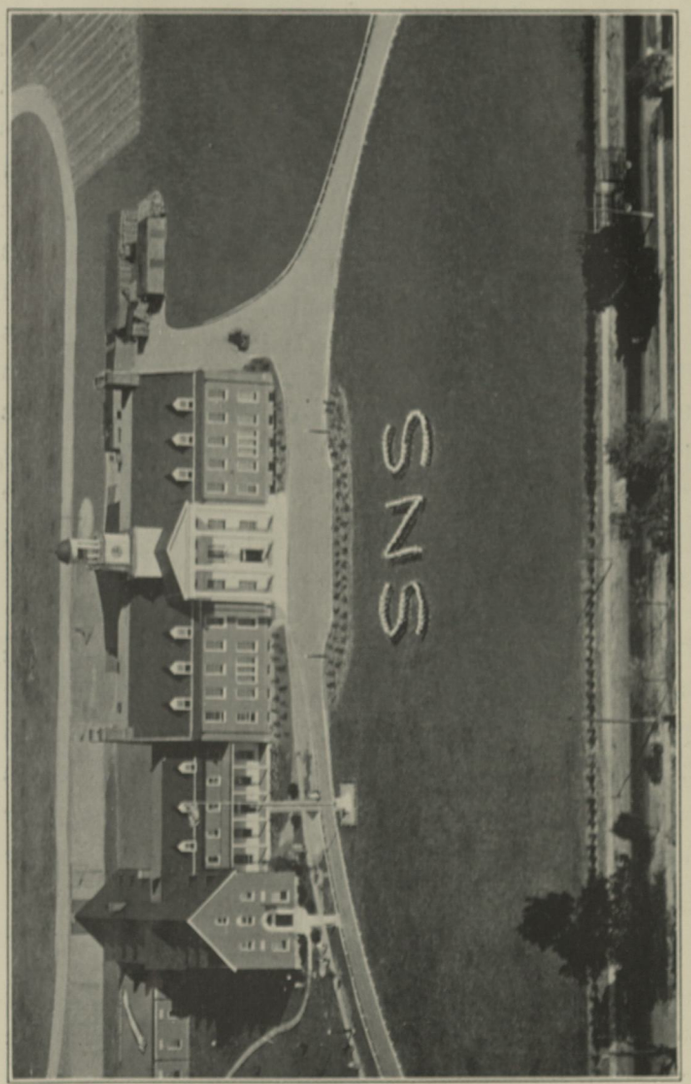
1932-1933

MARYLAND
STATE NORMAL SCHOOL
AT
SALISBURY

Announcement
1932-1933

Calendar for 1932-1933

Elementary School Opens for Registration	Tuesday, September 6
Elementary School, Regular Work	Wednesday, September 7
Registration and Organization of Classes for First Semester	Tuesday, September 6
Dormitories Open for Resident Students	Tuesday, September 6
Regular Schedule Begins	Wednesday, September 7
Election Day, Holiday	Tuesday, November 8
Armistice Day Celebrated at School	Friday, November 11
Thanksgiving Holidays	Wednesday, November 23, to Sunday, November 27, inc.
Regular Schedule Followed	Monday, November 28
Christmas Vacation	Thursday, December 22, to Monday, January 2, inc.
Regular Schedule Followed	Tuesday, January 3
Semester Ends	Thursday, January 26
Interim Between Semesters	Friday, January 27, to Sunday, January 29, inc.
Second Semester Begins	Monday, January 30
Washington's Birthday Celebrated at School	Wednesday, February 22
Maryland Day, (March 25), Celebrated at School	Thursday, March 23
Easter Vacation	Thursday, April 13, to Tuesday, April 18, inc.
Regular Schedule Followed	Wednesday, April 19
Memorial Day Celebrated at School	Tuesday, May 30
Senior Class Schedule Ends	Wednesday, June 7
Second Semester Ends	Friday, June 9
Elementary School Closes	Friday, June 9
Class Day	Saturday, June 10
Sermon to Graduates, 3:00 P. M.	Sunday, June 11
Commencement, 11:00 A. M.	Monday, June 12



MARYLAND STATE NORMAL SCHOOL AT SALISBURY, VIEWED FROM THE AIR. ENTIRE STUDENT BODY IN ATHLETIC COSTUME FORM THE INITIALS S N S ON THE FRONT CAMPUS. TENNIS COURTS AND ATHLETIC FIELDS IN THE BACKGROUND.

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THE BOARD OF TRUSTEES

OF THE

Maryland State Normal Schools

CONSISTING OF

THE STATE BOARD OF EDUCATION

AND

THE STATE SUPERINTENDENT OF SCHOOLS

DR. HENRY M. FITZHUGH, *President*
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FACULTY - 1932-1933

Holloway, William J. ...	Principal
Bennett, Lucy W. ...	Librarian, English
Caruthers, Thomas J. ...	Mathematics, Psychology
Harwood, Virginia C. ...	Education, Geography
Jamart, Helen L. ...	Physical Education Hygiene
Matthews, Anna H. ...	English
Mitchell, Dorothy ...	Substitute, 2nd semester Industrial and Fine Arts
Powell, Ruth F. C. ...	Social Director Home Economics
Ross, Margaret Black ...	Music
Thomas, Ida Belle Wilson ..	Social Sciences
Cooper, Anna Jones ...	Assistant Librarian
Enders, Alma Kirk ...	Registrar
Houck, Elizabeth White ...	Secretary
Richardson, J. B. ...	Superintendent Buildings and Grounds

TRAINING CENTERS

Campus Elementary School

Parker, Lillian M (On leave of absence) 2nd semester	Grades 1-2
Nordwall, Nellie (Sub. " ")	Grades 1-2
Riall, Pauline ...	Grades 3-4
Holland, Frances Lord (Sub.2nd semester)	Grades 5-7

TRAINING CENTERS

Campus Elementary School

PARKER, LILLIAN M. ..... *Grades 1-2*
Diploma, Maryland State Normal School at Towson.

RIALL, PAULINE ..... *Grades 3-4*
Diploma, Maryland State Normal School at Towson.

WEANT, MARGARET ..... *Grades 5-7*
Diploma, Maryland State Normal School at Towson.

AFFILIATED TRAINING CENTERS

Salisbury

FRANCIS, LOUISE ..... *First Grade, East Salisbury*
Diploma, Maryland State Normal School at Towson.

BROWN, MAUDE ..... *Second Grade, East Salisbury*
First Grade State Certificate (Maryland).

KILLIAM, GERTRUDE ..... *Third Grade, East Salisbury*
First Grade State Certificate (Maryland).

HEARNE, ELSIE ..... *Sixth Grade, Upton Street School*
First Grade State Certificate (Maryland).

REDDISH, A. MAE ..... *Seventh Grade, Upton Street School*
First Grade State Certificate (Maryland).

Wicomico County

HEARN, HAZEL JENKINS ..... *One-room School, Mt. Herman*
Diploma, Maryland State Normal School at Salisbury.

PERDUE, HELEN ..... *One-room School, Siloam*
Diploma, Maryland State Normal School at Towson.

JAMES, BERKLEY ..... *One-room School, Shad Point*
First Grade State Certificate (Maryland).

WHAYLAND, MILDRED ..... *One-room School, Allen*
First Grade State Certificate (Maryland).

Somerset County

MCNAMARA, MARY ..... *One-room School, Eden*
First Grade State Certificate (Maryland).

STUDENT ORGANIZATIONS, 1932-1933

Athletic Association

The Athletic Association, one of the most popular organizations in the school, was formed primarily to band together into one society those students who are especially interested in athletics. Besides contributing in great part to the athletic activities of the Salisbury Normal School, its members are annually invited to participate in State and county meets in the capacity of officials.

Societies

Every student becomes a member of one of the two literary societies, the Baglean Society, so named in honor of Dr. William C. Bagley, the well-known educator, or the Carnean Society, which derives its name from that of Miss Mabel Carney, an educator conspicuous in the field of rural education.

Membership in the societies is determined by lot. At the first assembly of the student body, as the name of each freshman is called, she steps forward and draws the slip which will determine to which society she must pay allegiance throughout her school life. Equally interesting is the final assembly, when the results of the various athletic and intellectual contests are announced and the cup awarded to the winning society.

Glee Club and Orchestra

The Sho' Echo Glee Club had its beginning in the first week of the opening of the school in 1925. Since that time it has become one of the most conspicuous extra-curricular organizations here, annually presenting a high-class musical entertainment, and appearing before numerous Shore clubs for musical performances.

Students interested in instrumental music are invited to join the orchestra. Instruction is free, and instruments are furnished those who cannot otherwise obtain them.

"Holly Leaf" and "Evergreen"

The "Holly Leaf" is a monthly publication, edited by the student body, which endeavors to give in true journalistic style all news events occurring at the school. Its staff also publishes the annual, known as the "Evergreen." Both publications are considered highly successful, the "Holly Leaf" having twice been awarded the third prize and twice given honorable mention at the Interscholastic Press Association Convention which is held annually at Columbia University, and is attended by representatives of the staff.

Normal Home Association

The Normal Home Association, consisting of the dormitory students and the Social Director, meets regularly to discuss ways and means of maintaining a harmonious group life. Lucine Wilson's definition of coöperation, "Coöperation means so to conduct yourself that others may be able to work with you," has been accepted by the students and they are endeavoring to conduct themselves so that others may be able not only to work with them, but also to live with them.

Day Students' Association

Early in the school year of 1931-32 the non-resident students of the school organized for the purpose of making decisions about those problems which pertain specifically to day students. A large, bright, and airy room conveniently located on the first floor has been attractively furnished and devoted to the use of the day students as a rest room.

Class Organizations

Each class is organized with officers and a faculty adviser elected by the entire group. These officers guide the activities of the class throughout the year.

Student Council

The Student Council is composed of three representatives from each class and three members of the faculty. Its main objective is coöperation with the faculty in planning for student activities

necessary for the success of the school and the solving of problems relative to student government. It is also in charge of the School Store.

Student Grange

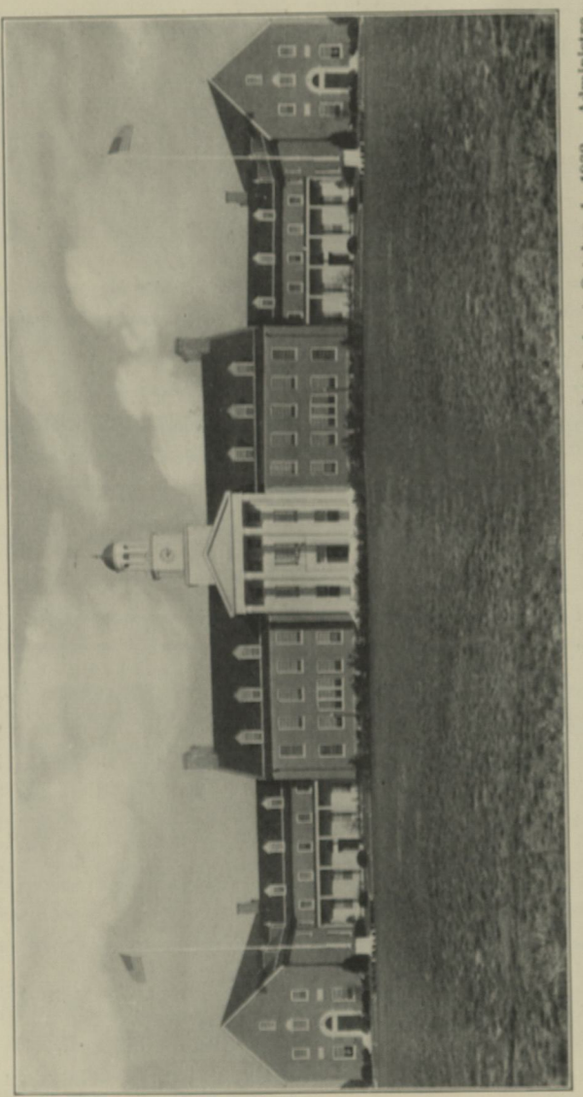
The Student Grange, organized in 1928 as the first of its kind to be instituted in a normal school in the United States, is steadily growing in membership, and in its importance to the extra-curricular life of the students. It was represented at the convention of the National Grange held in Washington, and at the annual meetings of the Maryland State Grange.

The program of the Grange includes an annual pilgrimage to some notable historical center, Gettysburg having been the objective in 1930-31. The Grange also presents a high-class entertainment each year, which is under the complete direction of the student members.

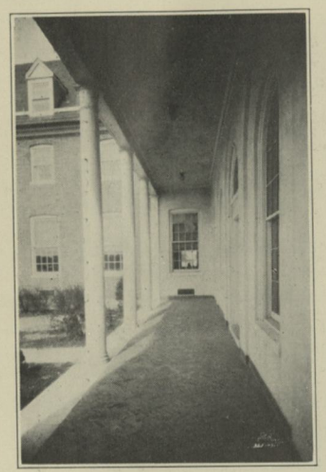
Y. W. C. A.

The Y. W. C. A. gives itself to service for others, and is a vital force in the spiritual life of the school. It stands for self-improvement, physically, socially, and mentally, as well as spiritually.

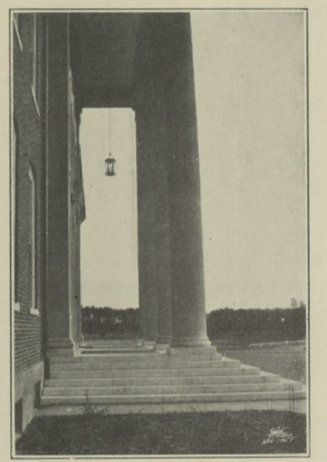
An important contribution to the school life of the students is the Vesper Service held each Sunday under the direction of the Y. W. C. A., assisted by outside speakers. Another of the Y. W. C. A. activities which is remembered with pleasure is the Wednesday afternoon tea held each week in the Social Room.



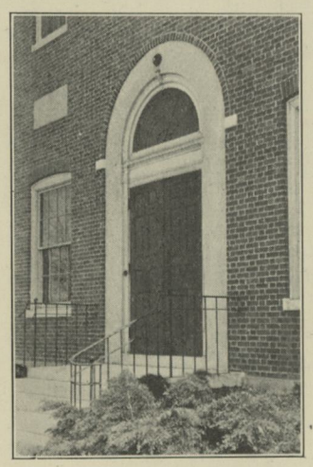
Showing the school as it will appear when building operations are completed about October 1, 1932. Administration building in center, library and teachers' offices in wings at left, commons room and dining hall in wings at right, auditorium, gymnasium, and elementary school in rear.



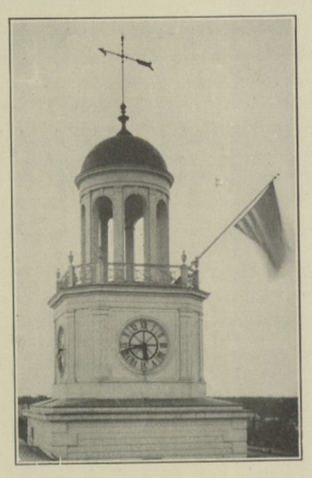
"AND GLEAMING COLUMNS RADIANT IN THE SUN"



"A PILLAR'D SHADE HIGH OVER-ARCHED"



"THE PLACE THAT DOES CONTAIN
MY BOOKS, THE BEST COMPANIONS"



"THAT TOWER OF STRENGTH WHICH STOOD FOUR-SQUARE TO ALL THE WINDS THAT BLOW"

SERVE DEMOCRACY'S GREATEST NEED

AMERICA'S best talent should be dedicated to the *training of the youth for citizenship.* The Maryland State Normal School at Salisbury desires to enlist in the educational army the strongest men and women in every locality. It is recommended to our best young people that they consider the following advantages of the profession of teaching:

Teaching pays. Besides ever-increasing financial compensation, the teaching profession offers the highest social sanctions and rewards.

Teaching is a growing profession. The State is committed to the policy of placing a trained teacher in every vacancy. Opportunities for growth while in service are generously provided. As training increases, the financial and social rewards likewise increase.

Teaching offers a growing career. The well-trained teacher need have no fear of unemployment, but may look forward to increasing opportunities commensurate with added training and growth in personal fitness.

Teaching offers mental and moral growth. The soundest mental and moral processes are involved in the making of good citizens.

Teaching is building. The teacher shapes the unfolding life of childhood and so radiates ideals and purposes that the citizenship of tomorrow becomes the fabric of an improved social structure. The teacher helps to mold the character of children so that they will choose the good and reject the bad.

Teaching inspires high ideals. There is nothing nobler or more practical than to shape and to guide the ideals and practices of the young citizens who are soon to be the Nation's responsible leaders.

Teaching is service. Those who enter this high calling enjoy the spiritual development and true happiness that come from rendering real service to the Republic. Half the work of teach-

ing consists in creating a feeling of good will for the school by means of active participation in all movements for a better community.

Teaching insures big opportunities. With growth and inspiration come multiplied opportunities for self-improvement, for rearing the family in a wholesome atmosphere, and for living and building on life's best side.

Teaching is practical patriotism. Inspiring young people and directing their activities as citizens is essential to a democracy. The future of America depends upon education, and education will be equal to its task only if it is directed by enthusiastic and well-trained teachers.

Teaching is the profession of professions. Measured by the standards that make life genuinely rich and happy, teaching offers opportunities beyond those of other professions. Teaching is the clearing house of the past, the guide of the present, and the prophet of the future. Teaching is most exacting in its demands, most far-reaching in its influence, most satisfying in its returns—the biggest job in all the world.

A New State Normal School

The Maryland State Normal School at Salisbury was located on the Eastern Shore in response to a long-felt need for a teacher-training school to care for the educational interests of this section of the State. It has now been serving the people of Maryland for seven years, and is firmly established as an indispensable part of the State's public school system.

The school was authorized by the Legislature of 1922. The Building Commission, then created, selected for the location of the new institution a site containing twenty-nine acres ideally located near Salisbury. The school is now within the city limits, being included in the territory annexed by act of the Legislature of 1927.

After initiating a building program, which neared completion gradually, the commission went out of existence, the Legislature

having authorized the appropriations following the first one to be expended by the State Board of Education.

The buildings now in use comprise the administration building, containing classrooms, auditorium, offices, and bedrooms; the north wing and connecting wing, including the library, lecture room, dining room, and faculty offices, and the one-story elementary school building in the rear of the north wing.

An appropriation made by the Legislature of 1931 provides for additions to the school which include a new dining hall, social room, infirmary, additional bedrooms, and a spacious gymnasium. These will be completed and put into use soon after the opening of the school in September, 1932.

Aims of School

The State Normal School at Salisbury is a special institution dedicated to a single purpose; namely, to enable its graduates most economically and most satisfactorily to realize through the noble calling of the teacher those goals of knowledge, habits, skills, ideals, appreciations, and prejudices which are the legitimate aims of the elementary school. It attempts to prepare high school graduates for acceptable teaching service in all types of elementary schools. Maryland very urgently needs teachers who will cheerfully accept any position to which they may be assigned, not excepting an isolated rural school never before taught by a normal school graduate; who will attack the problems of a new and strange environment with unfailing enthusiasm; who will identify themselves with the varied interests of the people whom they are attempting to serve; and who know the meaning and value of that professional spirit which must be possessed by those engaged in teaching—that vocation which contributes most to social welfare. Such teachers Salisbury Normal School aims to supply.

The Library

Two large rooms on the main floor of the present building are devoted to library purposes. The reading room is light, airy, attractive in design, and well furnished to meet the needs of the student body. The room is supplied with the best system of artificial lighting that modern engineering can devise. In the organi-

zation of the library a combination of the open shelf and the stack room system is employed, and the books are classified by the Dewey decimal system of classification.

Especial care has been taken in the selection to include the best books available for a teacher-training institution. The selection includes a sufficient number of reference books, encyclopedias, current periodicals, newspapers, and college and elementary school textbooks to make the library a real instrument for the cultural and professional development of the students.

A special section is devoted exclusively to children's literature. Here is found a collection of the choicest literature obtainable for the encouragement of a desire to read good books and the development of a discriminative taste in the choice of the materials of reading. The teachers-in-training learn to know children's books, to love them, and to use them in teaching.

Practice School Facilities

It is in its plans for practice teaching also that the State Normal School at Salisbury takes a decided step forward. Normal schools and teachers colleges generally have come to recognize the necessity for having their students secure their practice in actual teaching situations under normal conditions and with close expert supervision. Many of these institutions are located at prohibitive distances from desirable practice centers; or, if more favorably situated, they have been unable to to effect a coöperative arrangement with the local board of education.

The Salisbury school is more fortunate. It is located within easy distance of a well-graded city system of public schools having a semi-annual system of promotion. Within a radius of seven miles from the normal school are more than a dozen typical one- and two-teacher rural schools, all on improved highways. As many of the town and country schools as are needed are available for practice teaching. An understanding has been reached between the Board of Trustees of the State Normal School and the Boards of Education of Wicomico and Somerset counties whereby, under conditions mutually satisfactory, the local schools may be used as a laboratory for observation, demonstration, and practice teaching. Experience has proved that such a plan, if wisely administered, not only furnishes the teacher-training institution with facilities it must have in order to do its work well, but it invariably provides a stimulus to a sane and steady growth in the professional spirit, professional insight, and professional skill of the entire teaching staff of the school system with which it coöperates.

The affiliated practice centers are as follows:

1. In the City of Salisbury:

   East Salisbury School, grades one, two, and three;
   Upton Street School, grades six and seven.

2. In the rural one-teacher schools:

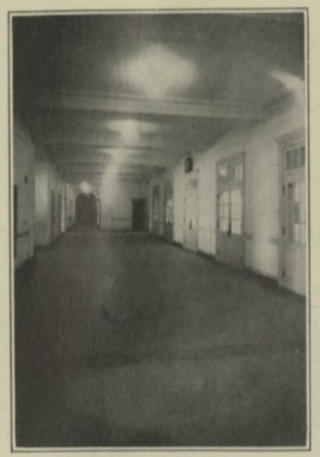
   Wicomico County—
   Allen, Shad Point, Siloam, Mt. Herman.

   Somerset County—
   Eden.

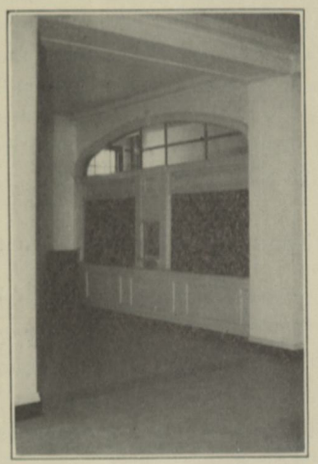
(Due to the operation of the newly inaugurated three-year curriculum, these schools will not be used during the year 1932-33.)

In addition to the local schools there has been provided, in conjunction with the normal school, an elementary school which exemplifies the best practice in elementary school planning. The elementary school is a complete unit in itself, with a conference room for each critic teacher, a library, and an assembly room. The director of training is principal of the elementary school, and three specialists in elementary education carry the work of seven grades.

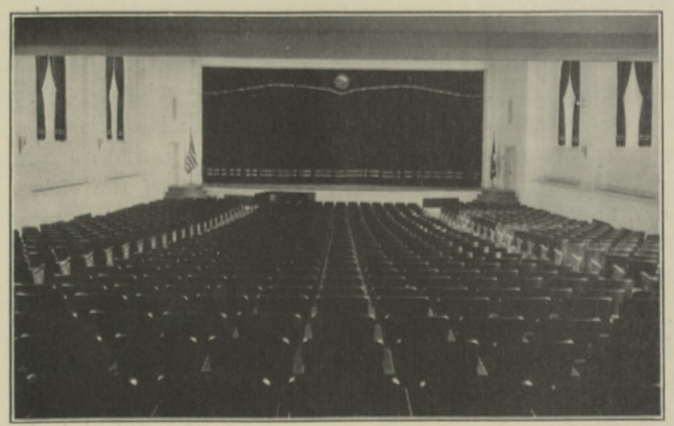
In order that principles, habits, and skills fundamental to good teaching have sufficient time to be fixed, practice teaching is distributed over three terms, thirty-six weeks, of work. The following stages are being followed: Observation, participation, group teaching; room teaching of a single grade; and practice in the one-teacher schools. Paralleling the pratice teaching are educational courses which serve as clearing houses for many of the problems met in practice.



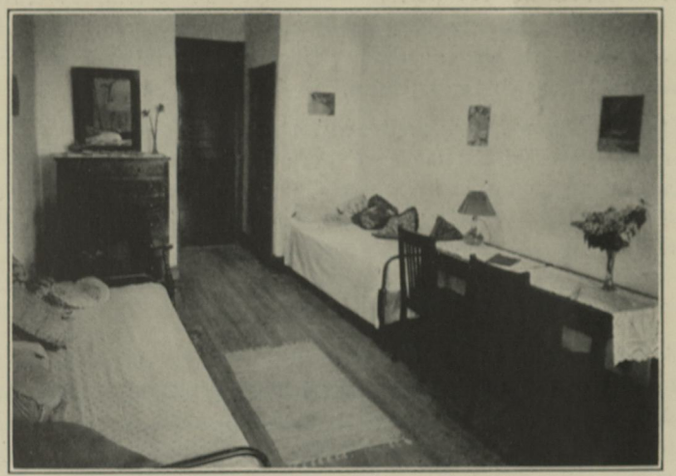
". . . . THE WORK
SOME PRAISE,
AND SOME THE ARCHITECT"



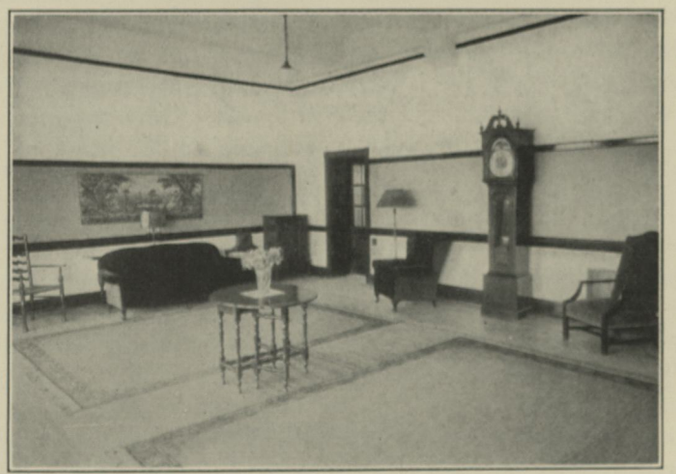
"KIND LETTERS,
THAT BETRAY THE HEART'S
DEEP HISTORY"



"YET ALL HOW BEAUTIFUL . . . ."



"TIRED NATURE'S SWEET RESTORER, BALMY SLEEP!"



"SOCIETY THEREFORE IS AS ANCIENT AS THE WORLD."

In charge of practice teaching is the Director of Training. Working with her are carefully selected and specifically trained supervisors. These teachers are in some cases the subject-matter specialists in various academic fields. Their names are found listed elsewhere in the bulletin.

It is confidently believed that a careful execution of these plans will, in larger measure than can result from different plans in vogue elsewhere, produce trained teachers who will fulfill the reasonable expectations of pupils, parents, and officials of the schools of Maryland.

Location at Salisbury

Salisbury, chosen by the General Assembly of 1922 as the location for the needed new teacher-training institution, is a modern, progressive little city, with cultured, refined people who will do their part to make life at the State Normal School pleasant and profitable. Situated at the junction of two railroads, at the head of navigation on the Wicomico River, with hard-surfaced highways radiating in every direction, it is easily accessible from all parts of the Eastern Shore of Maryland. Its lakes and river give it a natural setting of rare beauty. Opportunities for boating, bathing, and fishing are right at hand. Maryland's seaside resort, Ocean City, is distant only an hour's ride. Wilmington, Philadelphia, and Baltimore are in comfortable motoring distance. The Pennsylvania Railroad's trunk line from New York to Norfolk and the South passes through Salisbury. De luxe buses run on regular schedule to all parts of the peninsula.

The site selected by the Building Commission, a farm of nearly thirty acres just south of Salisbury, is ideal for the purpose. The grounds comprise attractive lawns, ornamented with flowers, trees, shrubbery, and evergreens, as well as ample playground areas and gardens. A distinctive feature is the athletic field, where training in all forms of sport is given.

Living Accommodations

The State Normal School at Salisbury has rooms for resident students on the second and third floors of each wing and on the third floor of the administration building. Group baths and students' laundries are conveniently located, and each room has a lavatory with hot and cold running water. Rooms accommodate two students.

Early in the school year 1932-33 the new dining hall and social room, both beautifully decorated and tastefully furnished, will be ready for use. At the same time the school will have, for the care and comfort of any student taken sick, a completely appointed modern infirmary, so planned that patients may, if necessary, be completely isolated from the balance of the school.

The Students

Salisbury Normal School will exact of its students a high standard of achievement. County superintendents and boards of education are promised that a diploma granted by this school will mean that the recipient really knows how to organize, to manage, and to teach an elementary school. The Normal School, therefore, reserves the right to advise any student who does not early demonstrate an aptitude for teaching to prepare for some other vocation.

From the first both men and women students were admitted. Our men graduates are making commendable records as teachers, and we still believe that some men should each year enter upon preparation for elementary teaching service. This school has not, however, enrolled in any one year enough men students to make it possible for them to engage in those normal masculine activities in which men are naturally interested. We have, therefore, reluctantly concluded that it would be to the best interests of men graduates of high schools to prepare elsewhere for teaching. Therefore, until conditions change sufficiently to warrant a reversal of policy, this school will admit only women students.

Supervision of Students

Everything possible will be done for the health, comfort, and happiness of the students in attendance. Their social, moral, and religious life will be properly supervised, and parents may entrust their daughters to this school with every assurance that

they will receive the careful and sympathetic guidance of well-trained institutional directors.

Reasonable regulations will be adopted for the conduct of the dormitory. These regulations are for the protection of the students and are not designed to restrict their liberties to an unwarranted degree. Students will be expected to conduct themselves at all times as befits the dignity of the teaching profession. The faculty and the dormitory officials will cheerfully coöperate with the student body in all laudable efforts to make the dormitory an ideal home.

Teachers' Certificates

A graduate of a Maryland State Normal School is awarded a diploma by the State Board of Education and, at the same time, the State Superintendent of Schools issues the State elementary school teacher's certificate of the first grade. This certificate is valid for service in any elementary school in the State for three years, and is renewable upon evidence of successful experience and professional spirit, and attendance upon summer school at least once in four years. After June, 1933, the certificate will be based upon completion of a three-year course in a standard normal school or the equivalent, and will be entitled "Advanced first grade certificate."

An Inexpensive School

There is no charge for tuition or books. Students residing in the dormitory are given room, board, laundry, and personal care at the rate of $5.00 per week, or $180.00 for the year, payable in two equal instalments in advance, $90.00 on the opening day in September, and $90.00 at the beginning of the second semester. In addition to this, four fees, to be paid every year, are required: a $5.00 registration fee, a $5.00 laboratory fee, a $5.00 health fee, and a $10.00 student-activities fee. The health fee is used for the part payment of nursing service and of doctor's bills for minor ailments. If a student is ill enough to be sent to a hospital, the school will not be responsible for such expenses. The student-activities fee covers necessary class, society, and club dues, and helps to finance the school monthly and annual publications, as well as a series of educational motion pictures.

The student also pays an annual rental fee of $1.00 for the use of a private lockbox at the school post office, and 50 cents for uniform indelible laundry markers.

Students from other States will be admitted upon the same terms and conditions as apply to residents of Maryland, except that the Principal has no discretion to admit such applicants on probation. It is, however, necessary that they deposit $300.00 each year, which is the estimated per capita cost to the State of maintaining the school in addition to the sum paid by the students. This will be refunded without interest after the graduate has taught two years in Maryland schools. In lieu of a cash deposit, a bond of an approved surety company will be accepted, the student paying the premium annually for five years—the three years the student attends the school and the two years of service in the schools of Maryland.

Personal Expenses

Life at normal school, as at all other colleges, necessitates certain incidental and personal expenses. Parents should provide a regular allowance for these, the amount to be approximately $50.00 for the year.

Special Music Instruction

If desired, arrangements can be made at the school for special instruction in vocal or instrumental music. The rates will be very reasonable, with a nominal charge for the use of a piano for practice.

Day Students

Day students will pay only the four fees: registration, laboratory, health, and student activities. They will deposit the breakage fee, which will be refunded at the end of their three-years' stay, as in the case of the boarding students, if no damages are charged to the student.

Day students can obtain wholesome hot lunches in the school cafeteria at a very low charge.

Loans to Students

The school, through the efforts of the faculty, in coöperation with the Parent-Teacher Association of the Elementary School and several of the Normal School student organizations, has accumulated a loan fund which is available for needy and deserving students to help defray the expenses of the Senior year. Such a loan bears interest and is to be repaid during the first year of teaching.

Summary of Fees

Registration Fee (required of all students)	$ 5.00 per year
Laboratory Fee (required of all students)	5.00 per year
Health Fee (required of all students)	5.00 per year
Student-Activities Fee (required of all students)	10.00 per year
Property-damage Deposit* (required of all students)	5.00
Laundry Markers (purchased at the school)	.50 per year
Room Keys Deposit†	1.00
Post Office Box Rental	1.00 per year
Instrumental or Vocal Instruction (optional)	Terms to be arranged.
Practice Fee for Use of Piano	
Board and Room in the Dormitories	180.00 per year

*To be refunded at close of senior year, or upon earlier withdrawal, if no breakage is charged to the student.
†To be refunded on return of keys.

Refunds

The following rules have been adopted by the Board of Trustees to govern refunds of fees paid by students:

Day Students

1. Day students who withdraw between the opening of the school and October 1 shall have refunded all fees except the registration fee, and one-half of the health fee.
2. Day students who withdraw on their own or guardian's initiative after October 1 shall receive no refund of fees.
3. Day students who withdraw at the request of the school after October 1 shall receive no refund of fees.

Resident Students

1. Resident students who withdraw before October 1 shall have refunded all fees except the registration fee and one-half of the health fee; and shall have refunded also the amount paid for board and room rent, minus the board and room rent for one week more than the number of weeks actually spent in the school.
2. Resident students who withdraw after October 1 shall receive no refund of fees; such students shall have refunded the amount paid for board and room, minus the board and room rent for one week more than the number of weeks actually spent in the school.

What to Bring With You

Every student must furnish for personal use: Toilet soaps, bureau scarfs, blotter or cover for study table, one pair of extra blankets (the school provides one pair of blankets), a cover or spread for the bed, two laundry bags, two tumblers, two teaspoons, six table napkins.

Each student should be provided with rubbers or high arctics so as to be properly protected for bad weather.

Women students are allowed to have laundered six pieces of underwear each week, total not to exceed thirty-six cents, according to the schedule of prices in the contract with a commercial laundry. They may without charge do extra washing and pressing in the kitchenette located on each floor.

The required uniform for athletics is: Two all white regulation blouses, a gymnasium uniform, two pairs black stockings, and one pair white tennis shoes. In order to secure a desirable uniformity in appearance and quality of materials, and for purposes of economy, arrangements have been made with a Baltimore supply house to furnish the uniforms. The school will send to each new student an order blank to be filled out and forwarded to the supply house. The uniforms will be delivered at the school.

Applications for Admission

Blank applications for admission will be furnished upon request. These blanks provide for reporting the applicant's high school record; they should, therefore, be secured, filled out, and presented to the high school principal before he departs for the summer. The principal will forward the blank to the school. The applicant will be promptly informed as to the enrollment granted and the room reservation recorded. If for any reason the student finds it impossible to occupy the room, the school should be notified immediately, so that the room reservation thus surrendered may be available for another student.

For copies of this announcement, application blanks, or additional information, address:

William J. Holloway, *Principal,*
Maryland State Normal School,
Salisbury, Md.

"MUSIC RESEMBLES POETRY: IN EACH ARE NAMELESS GRACES WHICH NO METHODS TEACH."

"MUSIC IS THE UNIVERSAL LANGUAGE OF MANKIND."

"NO DOUBT THEY ROSE UP EARLY TO OBSERVE THE RITE OF MAY."

"HONOR IS PURCHASED BY THE DEEDS WE DO."

Admission to the Elementary School

The campus elementary school comprises grades one to seven, inclusive, with an enrollment limited to fifteen pupils in each grade. Applications for admission to this school should be made to the Principal of the Normal School. Application blanks may be secured at the Normal School.

The Curriculum Offered

The General Assembly of 1931 enacted a law providing that the white State normal schools shall maintain courses of study "requiring a total of not less than three years' work." Accordingly, the Salisbury Normal School offers to female graduates from a standard four-year high school course, or those having equivalent preparation, the privileges and benefits of the curriculum hereinafter outlined.

This legislative enactment marks the beginning of a new and better era in the preparation of teachers for service in elementary schools. Besides added maturity, which in itself is very desirable, graduates from the three-year course should enter upon their chosen vocation possessed of a broader general culture, and equipped with more varied and more certain skills and technics than could be satisfactorily acquired in the time heretofore available.

Those desiring a four-year college degree will also find that their three years at normal school will put them within easy reaching distance of the coveted academic goal.

All courses are conducted with a single aim in view; namely, the training of high school graduates in the science and art of teaching. The curriculum is strictly professional from the outset, and conducted on a recognized collegiate level. It includes the acquisition of much new subject-matter along with preparation for classroom presentation.

In many sections of the State there is need for elementary school teachers who know how to teach and manage a rural school. This institution attempts to train such teachers. Its graduates are also prepared for acceptable service in graded town or consolidated schools.

THE CURRICULUM

Freshman Year

First Semester (18 weeks)	Periods per week	Credit in Sem. Hrs.	Second Semester (18 weeks)	Periods per week	Credit in Sem. Hrs.
English I	3	3	English II	2	2
History I	3	3	English III, World Literature	2	2
Introduction to Teaching, including Library Technique	3	2	History II	2	2
Music I	2	1	Science, Biological	3	3
Hygiene	2	2	Geography II	2	2
Physical Education I	1	½	Physical Education II	1	½
Handwriting	2	1	Music II	2	1
Geography I	3	3	Mathematics	3	3
			Athletics I	1	½
	19	15½		18	16

Junior Year

First Semester (18 weeks)	Periods per week	Credit in Sem. Hrs.	Second Semester (18 weeks)	Periods per week	Credit in Sem. Hrs.
Teaching I	3	2	Teaching II	4	3
Technique of Teaching	2	2	Teaching Problems	3	2
English IV, Problems	2	2	English V, Reading and Literature, Primary	2	2
History III, Early American	2	2	Geography III	3	3
Educational Psychology	3	3	Industrial Arts II, Upper Grades	3	2
Music III, Primary Grades	2	2	Music IV, Upper Grades	2	2
Physical Education III	2	1	Physical Education IV	2	1
Industrial Arts I, Primary	3	2	Science, Elementary School	2	2
	19	16		21	17

Senior Year

First Semester (18 weeks)	Periods per week	Credit in Sem. Hrs.	Second Semester (18 weeks)	Periods per week	Credit in Sem. Hrs.
Teaching III	5	4	English VII, Modern Literature	2	2
History IV, Later American	3	3	Principles of Education	3	3
English VI, Children's Literature, Upper Grades	2	2	Sociology	3	3
Health Education and Hygiene	3	3	Arithmetic II, Upper Grades	2	2
Music V, Appreciation	2	1	Fine Arts, Appreciation	3	2
Arithmetic, Primary	2	2	Home Economics	2	1
Physical Education V	1	½	Physical Education VI	1	½
Athletics II	1	½	Psychology, Elementary School Subjects	2	2
	19	16		18	15½

Required: Class Hours, 114; Semester Hours Credit, 96.
Additional Electives, 1 to 3 Semester Hours.

Explanation

1. The curriculum will be administered on a two-term, or semester, basis.

2. All courses listed are required of all students. The electives are additional for students able to carry more work, and will be offered upon request, if and when it is found feasible to do so.

3. The three-year curriculum affords an opportunity to add 50 per cent to the previous time offering. The number of hours added to make the three-year curriculum is 45.9 per cent of the number heretofore required under the two-year plan. If three semester hours additional are carried as electives, the total number of hours will be exactly 50 per cent more than previously required in the two-year curriculum.

4. The additional time available is filled with courses entirely academic in character, and as many of these as possible are to be taken prior to all professional courses. The aim has been to enrich the course where it has shown weakness in cultural subject-matter, and to bring about a better balance between the various courses. The professional, and professionalized, courses remain essentially as they were, except in length.

5. Courses appearing in successive semesters are to be given in a graded or logical sequence.

6. Certain courses in Music, Physical Education, and Industrial Arts requiring less than the usual amount of preparation outside of class are given one semester hour credit for 1½ to 2 class hours.

7. Athletics and Handwriting have heretofore been given without credit. These subjects will hereafter be conducted in such a way as to justify credit as indicated.

8. No change is made in the plan of practice teaching, very successful results having been achieved with the plan used. A slight reduction is made in Teaching I, the first phase of the graded system of practice. One hour a day, five times a week for 12 weeks, has heretofore been devoted to observation and

participation, (Teaching I), but it is believed that better results can be secured by giving to this first step one hour a day, three times a week for one semester. The time allotment for Teaching II and Teaching III remains the same. Practice teaching will be delayed as much as practical administration will permit.

9. It will not be possible to short-circuit the course, three years being required for the full operation of the three-year curriculum.

COURSES OFFERED

Arithmetic, Primary

2 hours per week for 18 weeks. Semester credit, 2 hours.

This course aims to accomplish two things: (1) to give the students a thorough knowledge of the origin and development of our number system, (2) to present to the student the well authenticated methods and materials used in the teaching of number concept, counting, and the four fundamental processes.

Arithmetic II, Upper Grades

2 hours per week for 18 weeks. Semester credit, 2 hours.

This course is primarily concerned with the subject-matter of arithmetic and how it should be taught in the intermediate and upper grades. The subject is studied from the historical point of view for the purpose of giving the student a perspective of the subject and an appreciation of the principles and fundamental processes of arithmetic. The whole subject is recast from the standpoint of its development by the race, and enlarged by relating high school and college courses in mathematics to the subject-matter and principles of arithmetic. The major aim is to give meaning to the subject and its processes so that the result will be a new view rather than a review. Investigations are also made as to the best methods of teaching arithmetic, of modern textbooks, and supplementary materials. The technic of standard tests is given, and this, with the diagnostic function of educational measurements which is considered in one of the theory courses in education, renders a separate course in educational measurements unnecessary. Lesson plans are developed on the more important phases of the subject along with observation of demonstration lessons in the elementary grades.

Athletics I, II

1 hour per week for 18 weeks. Semester credit, ½ hour.

Opportunity is afforded for extensive practice, under expert coaching, in all forms of athletics appropriate for college girls. A definite schedule of intramural competitive sports is maintained.

Educational Psychology

3 hours per week for 18 weeks. Semester credit, 3 hours.

This course analyzes man from the standpoint of his native equipment and original tendencies with the view of building up a background and developing psychological principles which will aid (1) in the interpretation

of human behavior, and (2) in the understanding and application of the laws of learning. Frequent reference is made to classroom situations and educational practices. Problems are assigned from time to time with the view of causing the student to apply psychological principles to actual situations as observed or experienced by him in and out of the classroom. In general, this is a basal course designed to interpret and guide educational practice and procedure.

English I—Fundamentals in English

3 hours per week for 18 weeks. Semester credit, 3 hours.

This is a course in college grammar and oral expression. A comprehensive study is undertaken of the indispensable features of present-day English grammar, in which language is considered chiefly from the functional side, or service in thinking and expression. Especial emphasis is given to sentence structure, analysis, practical sentence improvement, educated usage, and punctuation. The principles of effective public speaking are studied, and many opportunities are given for practice in various types of oral expression.

English II—Freshman Composition

2 hours per week for 18 weeks. Semester credit, 2 hours.

This course will include practical work in the fundamentals of composition to enable students to establish habits of careful writing and speaking. Attention will be given to individual needs. Opportunity for much practice will be afforded in the forms of writing in which students of this level are supposed to be proficient. Readings from literary selections that will correlate with composition will be used.

English III—World Literature

2 hours per week for 18 weeks. Semester credit, 2 hours.

This course will consist of wide reading in the literature of those nations whose dramas, epics, lyrics, letters, histories, novels, stories, and essays have influenced the thought and the culture of the world. It is designed to bring students into touch with the masterpieces of world literature, and the conditions which produced them.

English IV—Problems

2 hours per week for 18 weeks. Semester credit, 2 hours.

A study will be made of the objectives, materials, and methods of teaching oral and written composition, spelling, and grammar in the elementary school. For work in the primary grades the teaching of the subject-matter used in the social studies will be stressed as a means of

accomplishing language goals. Opportunity will be given to assist in the organization of materials for teaching purposes. Observation in the demonstration school will be used as one means of clinching principles studied. Continued emphasis will be placed upon the student's own self-improvement in the use of effective English.

English V—Reading and Literature—Primary Grades.

2 hours per week for 18 weeks. Semester credit, 2 hours.

Emphasis will be placed on the technique of teaching reading to beginners, and to the second and the third grades. It will include a study of the psychological and the physiological principles underlying the teaching of reading. Some time will be devoted to a study of the types of literature as it concerns the interests, the needs, and the experiences of primary children. A part of the time will be given to the principles and practice of story-telling.

Lectures, assigned readings, demonstrations, illustrations, and reports will be employed in this course.

English VI—Children's Literature—Upper Grades

2 hours per week for 18 weeks. Semester credit, 2 hours.

The chief aim of this course is to furnish a rich background for the teaching of reading and literature in the upper elementary grades. Topics: The importance of reading; the history and development of literature written especially for children; the purpose and the use of the library in accomplishing the aims of reading; criteria by which to judge literature; a survey of studies pertaining to children's interests; diagnostic and remedial work in reading; an intensive study of types of literature suited to the needs and interests of this level, together with approved methods of teaching reading and literature.

English VII—Modern Literature

2 hours per week for 18 weeks. Semester credit, 2 hours.

This course is a brief survey of modern American and continental literature. It is primarily a reading course intended to give the student some acquaintance with and appreciation of the better things in modern literature. Some of the best specimens of poetry, short story, novel, essay, biography, and drama will be discussed with emphasis on drama and poetry.

Fine Arts, Appreciation

3 hours per week for 18 weeks. Semester credit, 2 hours.

An appreciative study of the arts and crafts of East and West, with special reference to the creative periods. The first part of the course is

chiefly concerned with the nature of the space arts as developed through the arts and crafts of early civilization. Art structure principles are explained and used as the basis of critical appraisal. The second half of the course deals more particularly with the principles of "Composition" as applied to the fine arts, painting and sculpture.

Geography I

3 hours per week for 18 weeks. Semester credit, 3 hours.

A study of human adjustments to the elements of the natural environment. The course will show how important climates, soils, land forms, surface and ground waters, and minerals are to plant and animal life, and to the activities of man.

Geography II

2 hours per week for 18 weeks. Semester credit, 2 hours.

A continuation of Geography I.

Geography III

3 hours per week for 18 weeks. Semester credit, 3 hours.

The first part of this course will include a study of the general principles underlying the selection and organization of the subject-matter of school geography, followed by a detailed treatment of (1) beginning or home geography, (2) the transition from the home region to distant regions, (3) the teaching and use of maps as the written language of geography, and (4) where the emphasis should be placed in grades below the sixth.

The second part of the course will consider the relation of the work of the upper grades to that of the lower, and where the emphasis should be placed in the upper grades in order to meet the changing needs of the pupils. Modern methods will be discussed and applied. Maps and map drawing will be considered. The principles of geography will be applied to the study of definite regions.

Handwriting

2 hours per week for 18 weeks. Semester credit, 1 hour.

The purposes of this course are to give students, (1) an opportunity for improving their own handwriting, and (2) to learn the best practice in the teaching of handwriting to children.

Opportunity is given for students to take standard practice tests and to secure certain certificates which show progress and ability.

Health Education and Hygiene

3 hours per week for 18 weeks. Semester credit, 3 hours.

This course deals with the problems of school and community hygiene. The chief topics treated are: Public health; communicable and non-communicable diseases; resistance and immunity; importance of ventilation, heating, and lighting; public supplies of food, water, gas; public sewerage, and disposal of sewage; function of State and county boards of health; presentation and discussion of subject-matter for all grades in graded and rural schools; first aid and safety for schools and community.

History I

3 hours per week for 18 weeks. Semester credit, 3 hours.

This course is planned to give students a wide knowledge of "Old World Backgrounds" history and to present an opportunity to become acquainted with historical literature. Classroom activities include not only the text-book subject-matter of the course, a discussion of the ancient world and medieval times, but much work is done along the lines of simple historical reference and collateral reading. This course is not professionalized, but it is taught in such a manner that students may see and use many of those things which vitalize history; *i. e.*, historical pageants, plays, pictures, movies, and the presentation of assembly programs of a historical nature.

History II—Modern World History

2 hours per week for 18 weeks. Semester credit, 2 hours.

The subject-matter of this course includes a study of European History from the discovery of America to the present time, together with those phases of world history which have directly affected modern life and progress. This is strictly a college course and much attention is paid to individual reading both in the field of collateral history material and in the use of current periodicals.

History III—Early American

2 hours per week for 18 weeks. Semester credit, 2 hours.

This is a highly professionalized course designed especially to furnish a background for the teaching of history and biography in the first five grades of the elementary school. The selection of subject-matter is conditioned by the content of elementary social science courses and includes the treatment of special historical days, units in pastoral and primitive life, and early American history with special emphasis on the history of Maryland. Much work is done in the collection and arrangement of appropriate illustrative and biographical material; in using, comparing, and critically examining elementary school texts; in a careful consideration of the technique of the history teacher, including actual observation, followed by class discussion, of many different phases of history teaching.

History IV—Later American

3 hours per week for 18 weeks. Semester credit, 3 hours.

This course presupposes, both in content and method, History I and History III. It includes problem study of comprehensive topics in the field of American history, systematic study of current events, a careful examination of civics textbooks and courses of study, and attention to the best methods of teaching history in the upper elementary grades. It is designed to prepare student teachers for classroom work through a wide acquaintance with the subject-matter of American history and the writers of history books of all types; the manipulation of subject-matter in problem solving; much practice in the selection of material which is worthwhile in the education of the elementary school citizen; preparing reports on topics of current interest and presenting current events programs; working out large units of historical and civic subject-matter into a series of lesson plans.

Home Economics

2 hours per week for 18 weeks. Semester credit, 1 hour.

This course is divided into two parts. One-half of the time is devoted to the problem of the school lunch in the rural school: The need for it, necessary equipment, suitable menus, preparation and serving of the lunch.

In the second half of the course some sewing is done. A simple garment is made in order that the student may be able to design and make costumes for plays and pageants. Some time is also given to planning the most suitable clothing for teachers.

Hygiene

2 hours per week for 18 weeks. Semester credit, 2 hours.

This course is applied personal hygiene and may be used by the student in teaching. The student receives that amount of instruction in anatomy and physiology that is necessary for a better understanding of the growth of the body and for acquiring the technique of living. Special emphasis is given to posture and to body mechanics, exercise, sleep, rest, food, and diet.

Industrial Arts I—Primary Grades

3 hours per week for 18 weeks. Semester credit, 2 hours.

This course is planned to show the place of industrial arts in the elementary school. It will deal with materials and processes in the transformation of food, textiles, metals, wood, and other products which may be used in elementary school practice; the extent to which the development of skill should be expected in the elementary school; the relation of industrial arts to the fine arts, to nature study, geography, arithmetic, and to the other elementary school subjects; organization of a course of study. A practical course involving the use of tools and materials suitable for the first three grades.

Industrial Arts II—Upper Grades

3 hours per week for 18 weeks. Semester credit, 2 hours.

Continuation of Industrial Arts I, with emphasis placed upon upper grades.

Introduction to Teaching

3 hours per week for 18 weeks. Semester credit, 2 hours.

The primary purpose of the course is: (1) to give an acquaintance with the duties and responsibilities necessary to be assumed in order to maintain an orderly and happy social life in the dormitory home; (2) to introduce the student to the major problems of teaching in the public schools; (3) to master in an elementary way the basal ideas and the basal vocabulary of the calling; (4) to develop a fairly adequate preliminary idea of what the public school as a social institution is designed to accomplish, and of the means and processes which it employs in the accomplishment of this purpose.

The course is also designed to teach the student to make the best use of the library by familiarizing him with the Dewey Decimal Classification, the card catalogue, the use of government material, the periodical indexes, and reference books, general and specific. The library itself is used as a laboratory, and the student is expected to work out various problems; *e. g.*, the making of a bibliography on a special subject connected with his studies. The course is further designed to teach the student how to equip and to organize a small school library. With this end in view, a brief survey of the simple methods in classification, loan, accession, selection, and buying of books is given.

Mathematics

3 hours per week for 18 weeks. Semester credit, 3 hours.

This course has two aims, (1) to reorganize the student's courses in high school mathematics with the view of giving them a broader significance, (2) to extend the student's knowledge of mathematics and to further develop mathematical concept, expression, and manipulation. It will include the following topics: Quadratics, functions and graphs, functions of the acute angle, linear equations, second degree equations including those of the circle, ellipse, parabola, and hyperbola, progressions, binomial theorem, permutations and combinations, and elementary statistics.

Music I

2 hours per week for 18 weeks. Semester credit, 1 hour.

This course is devoted primarily to the study of subject-matter, including song literature suitable for children in primary grades, tone quality, diction, phrasing, dynamics, interpretation, ear training, sight singing, oral and written dictation, and rhythmic problems. The proper use of the child voice and correction of the monotone. Individual work will be required from each member of the class.

Note: Each of the several courses in music will employ a basal text, with sufficient supplementary references to make it reasonably certain that the graduate will be able to employ satisfactorily whatever series of music books may have been adopted for her school.

Music II

2 hours per week for 18 weeks. Semester credit, 1 hour.

This course provides for a continuation of the study of subject-matter as applied to elementary theory. It deals with more advanced technical problems, such as the singing of perfect, major and minor intervals and primary triads. More advanced sight singing and ear training. Pitch, rhythmic, visual and memory drills. Individual work required.

Music III

2 hours per week for 18 weeks. Semester credit, 2 hours.

This course includes the study and demonstration of material and methods for the first three years of music. Each member of the class will be required to sing from memory a repertoire of children's songs, and demonstrate ability to present them effectively. A certain degree of skill will also be required in the following activities: Use of pitch pipe (chromatic), directing rhythm drills, interval drills, sight singing, and oral dictation. Song material additional to that previously studied is provided.

Music IV

2 hours per week for 18 weeks. Semester credit, 2 hours.

This course is intended to aid in the teaching and supervision of music from fourth to seventh grades, inclusive. The work of each year is taken

up in detail and special attention is given to the presentation of the various tonal and rhythmic problems. Problems which confront the grade teacher and supervisor are also carefully considered. Activities outlined in Music III will be continued in this course. Additional song material is provided.

Music V—Music Appreciation

2 hours per week for 18 weeks. Semester credit, 1 hour.

The purpose of this course is to give students a wide experience in knowing the best music to be found on phonograph records. It will involve the use of music materials in relation to their place in elementary schools, and will be presented in sequence, showing its development as to form and type of composition. The history of music and lives and works of great composers will also be included.

Physical Education I, II

1 hour per week for 36 weeks. Semester credit, ½ hour for each course.

This course outlines the aims of physical education and gives a brief history of the subject.

Physical education activities are planned so as to give to each student actual practice in games and activities as preparation for teaching the subject. Subject-matter is outlined for grades one to seven. Material presented includes games for playground and schoolroom, self-testing activities, rhythmic activities, dramatics, and posture training.

Physical Education III, IV

2 hours per week for 36 weeks. Semester credit, 1 hour for each course.

This course is a continuation of Physical Education II. The chief topics considered are: Play and what it means to the child; importance of organized play in school; organized games, athletics, and social games; stunts and efficiency tests; girls' track and field events; folk dancing (simple to difficult); physical education as outlined for the State of Maryland; how to conduct a meet; how to conduct tournaments; good sportsmanship.

Physical Education V, VI

1 hour per week for 36 weeks. Semester credit, ½ hour for each course.

Continuation of course IV.

Principles of Education

3 hours per week for 18 weeks. Semester credit, 3 hours.

This being a summarizing and integrating course, it is presented as late in the three-year curriculum as possible. It aims to make the students conscious of a working philosophy of education by bringing together, relating, and reinterpreting educational concepts which have been developed through previous courses.

The course is divided into four major parts:

1. History of education—Appreciation of the contributions to education made by peoples from the earliest times to the present; application of the teaching of several prominent educators of both the past and present, Rousseau, Pestalozzi, Herbart, Froebel, Dewey, Thorndike and others; comparison of present-day educational problems and tendencies in the United States with those of earlier periods in its history.

2. Curriculum organization — Principles underlying the making of elementary school curricula; an attempt to clarify the aims of education in relation to the needs of society; materials of education and their organization for classroom instruction; the preparation and criticism of units of curricula.

3. Problems arising because of needs discovered among the students—Character education in the school, professional ethics, pupil discipline, schoolroom organization, and others.

4. Maryland school law—A brief history of the outstanding changes of the Maryland school law and the effects of these changes on public school work in Maryland; aspects of the law especially needed by beginning teachers.

Psychology of Elementary School Subjects

2 hours per week for 18 weeks. Semester credit, 2 hours.

This is a course primarily in applied psychology. It is based on the assumption that all learning is specific. Hence the student is not only taught psychology but is also taught its application. The course aims: (1) To present the particular psychological requirements of each elementary school subject and, (2) to relate these specific requirements to the current practices in teaching with the view of making the latter more effective.

Science, Biological

2 lectures and 2 laboratory periods per week for 18 weeks. Semester credit, 3 hours.

An introductory course in general botany involving all phases of the subject, and the essential principles of plant life.

Science, Elementary School

2 lectures and 1 laboratory period per week for 18 weeks. Semester credit, 2 hours.

This course deals primarily with the industry of agriculture both from the scientific and the practical point of view. The chief aims of the course are: (1) To give the teacher a better understanding of the activities and economic conditions of the types of communities in which she may teach; (2) to enable her to utilize to best advantage the community industries and environment for the enrichment and the teaching of the elementary school subjects.

Sociology

3 hours per week for 18 weeks. Semester credit, 2 hours.

This course is designed to give teachers a working background of knowledge of the sociological factors which influence community life. A study is made of the elementary principles of sociology by using appropriate texts in that field, and in addition practice is given in making school community surveys and in interpreting the needs thus shown.

Teaching I

3 hours per week for 18 weeks. Semester credit, 2 hours.

In this course, students are assigned to rooms in the campus demonstration school for periods varying in length from four to six weeks, three times weekly for one semester. Their carefully directed observation and conferences closely parallel the course in Technique of Teaching. Not only do they observe, but they participate in carrying on some of the activities of the school, beginning with very simple duties and gradually taking charge of the more difficult ones. It is here that students learn to construct lesson plans of various types and combinations of types. During the latter part of the course, small groups of pupils are taught by the students. The critics' conference rooms are ideally planned for this kind of work.

Teaching II

4 hours per week for ~~18~~ 12 weeks. Semester credit, 3 hours.

In Teaching II, the first actual classroom teaching begins. During this course, each student teaches for a definite period in a primary grade, an intermediate grade, and a grammar grade, respectively. The time each student teaches is not more than one hour daily. This teaching is done in the Salisbury schools under the supervision of the Normal School

"THE PINE TREE IS OUR OWN TREE, A GROWN TREE, A CONE TREE."

"THE HOLLY LAND, THE JOLLY LAND DOWN ON THE EASTERN SHORE."

"ONLY A LITTLE WAY AHEAD IT STRETCHED, THE DULL, GRAY MOIRE RIBBON OF A ROAD, ON EITHER SIDE THE PINES WERE FAINTLY ETCHED LIKE DUSTY STEEL ENGRAVINGS, DIM AND OLD."

"WHAT NAME SO TUNEFUL IN ITS FLOW AS THAT OF THE WICOMICO?"

"NEAR THE LAKE WHERE DROOPED THE WILLOW, LONG TIME AGO."

instructors and classroom critics. Students here become acquainted with children of varying ages and subjects which require different skills and knowledges for teaching.

Teaching III

5 hours per week for ~~18~~ 6 weeks. Semester credit, 4 hours.

Teaching III is the most difficult phase of student teaching. It is divided into two distinct phases: (1) Teaching the children of an affiliated one-teacher school for half a day for a specific number of weeks, and (2) teaching the children of one room of a graded school for half a day for a specific number of weeks. The student's preference and the supervisors' and critics' judgments as to the appropriateness of the student's choice are factors in deciding the particular grade or grades to which student is assigned. These two teaching situations are provided (1) to prepare students for positions in the one-teacher schools, many of which will continue in Maryland indefinitely, and (2) to prepare students for positions in the consolidated rural schools, the number of which is constantly increasing in the State.

Teaching Problems

3 hours per week for 18 weeks. Semester credit, 2 hours.

Paralleling Teaching II and III, this course combines in one course "Elementary School Problems" and "Rural Teaching Problems" heretofore carried as separate one-term courses. It is taught by supervisors of student-teaching. Actual student-teacher experiences presented in this course supply many of the approaches and most of the examples for helping students to evaluate and improve their teaching. Students attend meetings of the Parent-Teacher Associations and socials held in the community during the period of their teaching. This course considers the diagnostic function of educational measurements, the mathematical aspect of this subject being treated in Arithmetic II.

Technique of Teaching

2 hours per week for 18 weeks. Semester credit, 2 hours.

This course parallels the work in observation and participation known as Teaching I. It purposes:

1. To follow up the work in "Introduction to Teaching" by presenting to the class the points of teaching technique, as given in some textbook of recognized worth.
2. To serve as a clearing house for the discussion of problems which come up in Teaching I.
3. To supplement the text by much reference to similar books, and thus acquaint the class with additional professional literature.

4. To develop in the students the ability to recognize problems in professional literature.

5. To develop some skill in lesson planning and in simple classroom procedure.

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ADOPTED BY CLASS OF 1934

We Believe

That universal education is essential in a democracy.

That the elementary school, touching as it does, earliest, and longest, the lives of the nation's children, is the most important of our educational institutions.

That, measured by the standards that make life genuinely rich and happy, teaching offers opportunities beyond those of most other professions.

That the determining factor in the problem of making an efficient school is a devoted, enthusiastic, and well equipped teacher.

That to become such a teacher we should, by correct habits of living, keep ourselves in the best possible physical condition.

That we should secure as thorough preparation and training for the profession as native talent and environmental conditions may permit.

That we should cheerfully avail ourselves of every opportunity, while in service, to grow in personal qualities and in ability to teach and govern a school.

That we should endeavor to illustrate in our own lives the virtues which we teach to others.

That we should exhibit in all our public school relationships a sterling fidelity to high standards of professional ethics.

That, although we may encounter problems that will challenge every ability to think clearly and judge wisely and act resolutely, we should attack them with unfailing courage and enthusiasm, and with an abundant faith in the ultimate triumph of the right.

How to Get to the Normal School

On registration day, students coming to Salisbury by either of the two railroads will be met at Union Station by the school bus. Those coming by motor routes will be met at the Wicomico Hotel. In either case the school should be notified in advance. Buses from points south will stop at the school, and those from other points will, on request, deliver students at the school without extra charge.

Satchels and trunks will be handled for students through the school office at a cheaper rate than students can individually secure in Salisbury.

An Opportunity for Loyal Service

EVERY good citizen of Maryland, man or woman, is interested in the development of the State's public school system. The need for trained teachers, particularly in rural schools, is great. No finer service can be rendered your children, or your neighbor's, than to secure, as their teacher, a graduate of a State normal school. To that end, you are urged to use your influence. Encourage the children of your elementary school to persevere to secure the priceless education represented by a four-year high school course; help the most promising of these graduates to train for teaching; and, finally, keep them at home to serve their own community. The best is none too good for a Maryland boy or girl—the best in teachers, the best in buildings and equipment, the best in school attendance, and the best in community cooperation.